

Chapter 1 – Overview

SYSTEM HISTORY

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system was achievable in Texas because the state already had the necessary infrastructure in place: a pre-existing student-level data collection system; a state-mandated curriculum; and a statewide assessment tied to the curriculum.

The system initiated with the 1993 legislative session remained in place through the 2001-02 school year. The ratings issued in 2002 were the last under that system. Beginning in 2003, a new assessment, the Texas Assessment of Knowledge and Skills (TAKS), was administered. This assessment includes more subjects and grades, and is more difficult than the previous statewide assessment. A new rating system based on the TAKS was developed during 2003. Ratings established under the newly designed system were first issued in the fall of 2004.

This year, 2011, is the last year for the accountability rating system based on the TAKS.

COMPARISON OF 2010 AND 2011 STANDARD PROCEDURES

The ratings issued in 2011 mark the eighth year of the current system. Many components of the 2011 system are the same as those that were in effect in 2010. However, there are several significant differences between 2010 and 2011:

- A new base indicator—Commended Performance—has been added to the 2011 accountability system.
- Another base indicator—English Language Learners (ELL) Progress Indicator—has been added to the 2011 accountability system.
- The new federal race and ethnicity definitions are used in determining student groups for the TAKS and annual dropout rate indicators.
- A new Federal Race/Ethnicity Provision will be applied to the TAKS met standard indicator in determining TAKS performance.
- In 2011, the TAKS indicator includes the performance on TAKS-Modified (TAKS-M) and TAKS-Alternate (TAKS-Alt) for all grades and subjects.
- The completion rate methodology has changed, resulting in more high schools receiving a completion rate.
- The TAKS indicator standards for *Academically Acceptable* increase for mathematics and science by five points each.
- Use of the Texas Projection Measure (TPM) and the Texas Growth Index (TGI) has been discontinued for the 2011 accountability system.
- The minimum performance floor required to apply the Exceptions Provision remains at five points below the standard. This minimum changes, however, whenever there are changes to the standard. Therefore, the floor to use exceptions for *Academically Acceptable* increases by five points for mathematics and science.

- The standard for the Annual Dropout Rate (grades 7-8) indicator is more rigorous for 2011, decreasing from 1.8% to 1.6%.
- The standard for Underreported Students, a data quality indicator, changes from a rate of less than or equal to 4.0% to less than or equal to 3.0%. The count standard remains no more than 150 students. However, the minimum size criterion of 5 students and 1.0% remain the same. Districts with underreported rates of 1.0% or less will not be evaluated.
- The standard for one Gold Performance Acknowledgments (GPA) indicator will increase. The College-Ready Graduates indicator will increase by five points to 40%.

The following table provides details on these and other changes between the 2010 and 2011 systems. Items in **bold** indicate a change for 2011.

Table 2: Comparison of 2010 and 2011 – Standard Procedures

Component	2010				2011			
Base Indicators for Determining Rating (Chapter 2)	TAKS and all TAKS (Accommodated)				TAKS, TAKS (Accommodated) and all TAKS-M and all TAKS-Alt			
	N/A				ELL Progress Indicator			
	N/A				Commended Performance (CP)			
	Completion Rate I				Completion Rate I			
	Annual Dropout Rate				Annual Dropout Rate			
Rating Standards (Chapter 2)		Acceptable	Recognized	Exemplary		Acceptable	Recognized	Exemplary
	TAKS	55/60/70/70	80%	90%	TAKS	60/65/70/70	80%	90%
	Completion I	75.0%	85.0%	95.0%	Completion I	No Change		
	Dropout	1.8%			Dropout	1.6%		
	N/A				ELL Progress	N/A	60%	60%
					Commended	N/A	15%	25%
Evaluation of Student Groups (Chapter 2)	TAKS, Completion, and Dropouts: All Students and White, Hispanic, African American, Economically Disadvantaged				<ul style="list-style-type: none">• TAKS and Dropouts: All Students and White, Hispanic, African American, Economically Disadvantaged, based on the new, federally-mandated definitions for race and ethnicity• ELL Progress Indicator: All ELL Students• Commended Performance: All Students and Economically Disadvantaged• Completion Rate: No Change			
Number of Performance Measures (Chapter 2)	The larger and more diverse the campus or district, the more measures apply — up to 35				4 new measures for Commended Performance and 1 new measure for ELL Progress — up to 40			
Accountability Subset (TAKS, CP, and ELL Progress) (Chapter 2)	Students who move after the October PEIMS “as of” date and before the last TAKS administration are taken out of the subset for a district if they move to another district; students are taken out of the campus subset if they move to another campus (whether it is in the same district or not).				No Change			

Table 2: Comparison of 2010 and 2011 – Standard Procedures (continued)

Component	2010	2011
TAKS Subjects Evaluated (Chapter 2)	TAKS: All subjects individually	<ul style="list-style-type: none"> • TAKS: No Change • ELL Progress Indicator: TAKS Reading (English) and/or TELPAS • Commended Performance: TAKS Reading and Mathematics
TAKS Student Success Initiative (Chapter 2)	Gr. 5 & 8 reading and mathematics, cumulative results used	No Change
TAKS Grades Tested (Chapter 2)	Summed across all grades tested (grades 3-11)	No Change
TAKS Minimum Size for All Students (Chapter 2)	TAKS: All Students results are always evaluated, regardless of size	<ul style="list-style-type: none"> • TAKS: No Change • ELL Progress Indicator: Minimum 30 students • Commended Performance: All Students results are always evaluated, regardless of size
TAKS Minimum Size for Student Groups (Chapter 2)	<ul style="list-style-type: none"> • If fewer than 30 test takers, not evaluated separately • If 30 to 49, evaluated if they comprise at least 10% of all test takers • If 50 or more, evaluated 	No Change
TAKS Special Analysis (Chapter 6)	Used for determining rating for very small campuses and districts	No Change
Pairing (Chapter 6)	Standard campuses without TAKS data are paired; paired data not used for GPA	No Change
Texas Projection Measure (TPM) (Chapter 3)	For any TAKS measure not meeting the standard for the next higher rating, RI, TPM, or the Exceptions Provision can elevate the rating one level, and only one level.	TPM not available for 2011
Exceptions (Chapter 3)	<i>Academically Acceptable, Recognized, and Exemplary</i> rating possible by using exceptions	No Change
	Maximum of four for <i>Academically Acceptable</i> and <i>Recognized</i> ; One only for <i>Exemplary</i>	No Change
	Minimum performance floor is five points below the standard for all subjects.	No Change (<i>when standards increase so do floors to stay within five points</i>)
	N/A	ELL Progress: One exception may be used
	N/A	Commended Performance: No Exceptions possible
Completion Rate I (Chapter 2)	Use of district assigned completion rates remains suspended	No Change

Table 2: Comparison of 2010 and 2011 – Standard Procedures (continued)

Component	2010	2011
Required Improvement (Chapter 3)	TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible	No Change
	N/A	ELL Progress: RI to <i>Recognized</i> and <i>Exemplary</i> possible
	N/A	Commended Performance: No RI possible
	Annual Dropout Rate: RI to <i>Academically Acceptable</i> , <i>Recognized</i> , and <i>Exemplary</i> possible	No Change
	Completion Rate I: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible	No Change
Gold Performance Acknowledgment Indicators (Chapter 5)	<ul style="list-style-type: none"> • <i>Advanced Course/Dual Enrollment Completion</i> • <i>AP/IB Results</i> • <i>Attendance Rate</i> • <i>College-Ready Graduates</i> • <i>Commended Performance: Reading/ELA</i> • <i>Commended Performance: Mathematics</i> • <i>Commended Performance: Writing</i> • <i>Commended Performance: Science</i> • <i>Commended Performance: Social Studies</i> • <i>Comparable Improvement: Reading/ELA</i> • <i>Comparable Improvement: Mathematics</i> • <i>Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP)</i> • <i>SAT/ACT Results</i> • <i>TSI - Higher Education Readiness Component for English Language Arts</i> • <i>TSI - Higher Education Readiness Component for Mathematics</i> 	<p>No new or deleted indicators.</p> <p>All TAKS Commended Performance Acknowledgments now include TAKS-M and TAKS-Alt performance.</p>
GPA Standards (Chapter 5)	Varies by indicator	Same as 2010 for all acknowledgments except College-Ready Graduates increases by five points to 40%
Underreported Students (Chapter 3)	<ul style="list-style-type: none"> • No more than 150 underreported students; and • No more than 4.0% underreported. • Districts with fewer than 5 underreported students or underreported rates less than 1.0% will not be evaluated. 	<ul style="list-style-type: none"> • No more than 150 underreported students; and • No more than 3.0% underreported. • Districts with fewer than 5 underreported students or underreported rates less than 1.0% will not be evaluated.